



# SC Annual School Report Card Summary

Hartsville Middle  
Darlington  
Grades: 6-8 Enrollment: 1,183  
Principal: Meredith Taylor  
Superintendent: Dr. Rainey H. Knight  
Board Chair: Connell Delaine

## PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on [www.ed.sc.gov](http://www.ed.sc.gov) and [www.eoc.sc.gov](http://www.eoc.sc.gov) as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2009	Average	Average	TBD	TBD	Not Met	N/A
2008	Below Average	Below Average	N/A	N/A	Not Met	N/A
2007	Below Average	Below Average	N/A	N/A	Not Met	N/A

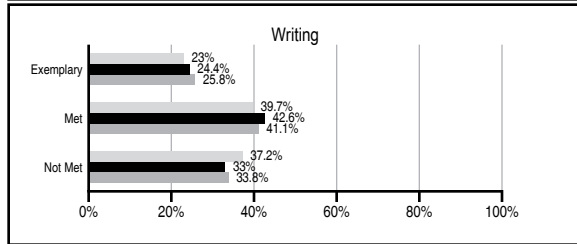
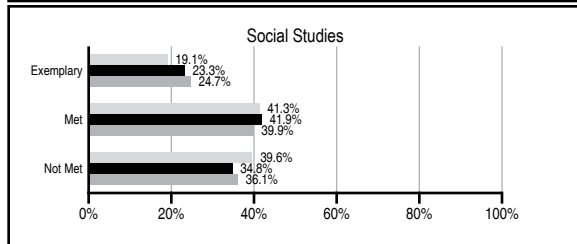
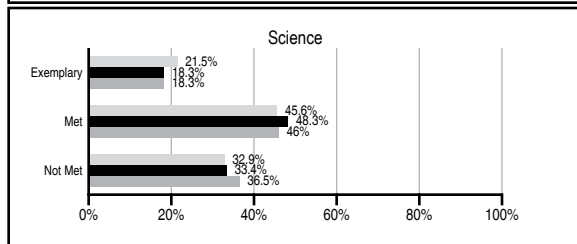
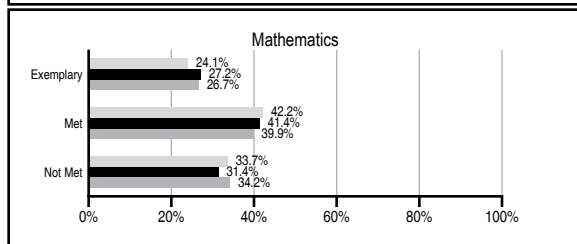
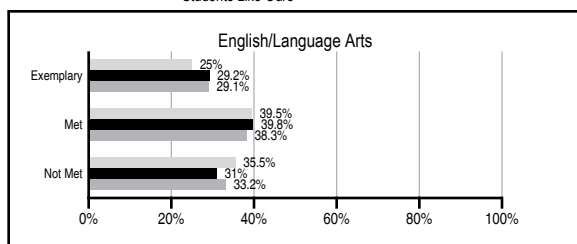
## ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
0	3	46	4	0

\* Ratings are calculated with data available by 06/01/2010. Schools with Students Like Ours are Middle Schools with Poverty Indices of no more than 5% above or below the index for this school.

## PASS PERFORMANCE

Our School Middle Schools with Students Like Ours Middle schools statewide



## NAEP PERFORMANCE\*

\* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.

READING – GRADE 8 (2007)			
South Carolina	31	44	23
Nation	27	43	27
% Below Basic % Basic, Proficient, and Advanced			
	Below Basic	Basic	Proficient

MATH – GRADE 8 (2007)			
South Carolina	29	39	24
Nation	30	39	24
% Below Basic % Basic, Proficient, and Advanced			
	Below Basic	Basic	Proficient

SCIENCE – GRADE 8 (2005)			
South Carolina	46	31	21
Nation	43	30	24
% Below Basic % Basic, Proficient, and Advanced			
	Below Basic	Basic	Proficient

## END OF COURSE TESTS - 2009

% of students scoring 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	96.0	97.1
English 1	95.8	94.7
Physical Science	88.6	76.5
US History and the Constitution	N/A	N/A
All Subjects	94.0	96.6

## SC PERFORMANCE GOAL

**2010 Goal:**  
By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**2020 Vision:**  
By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

### Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined  
NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

# Hartsville Middle [Darlington]

## SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=1,183)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	14.7%	Down from 35.9%	21.6%	21.6%
Retention rate	5.2%	Up from 4.4%	1.4%	1.2%
Attendance rate	95.6%	Down from 95.8%	95.7%	95.9%
Eligible for gifted and talented	15.7%	Down from 16.5%	15.7%	14.8%
With disabilities other than speech	16.2%	Up from 15.0%	14.1%	12.6%
Older than usual for grade	3.6%	Up from 2.2%	2.4%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Down from 2.4%	0.4%	0.6%
Annual dropout rate	0.3%	Up from 0.1%	0.0%	0.0%
<b>Teachers (n=69)</b>				
Teachers with advanced degrees	46.4%	Down from 50.7%	55.6%	56.9%
Continuing contract teachers	72.5%	Down from 81.7%	76.7%	72.7%
Teachers with emergency or provisional certificates	11.1%	Up from 6.2%	3.6%	5.3%
Teachers returning from previous year	84.3%	Down from 85.2%	84.4%	82.9%
Teacher attendance rate	96.0%	Up from 95.1%	95.4%	95.2%
Average teacher salary*	\$45,831	Up 1.1%	\$46,636	\$46,599
Classes not taught by highly qualified teachers	4.7%	Up from 2.9%	0.9%	2.4%
Professional development days/teacher	12.8 days	Down from 15.1 days	11.1 days	10.8 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	4.0	3.0
Student-teacher ratio in core subjects	22.9 to 1	Up from 18.5 to 1	20.7 to 1	20.1 to 1
Prime instructional time	90.2%	Up from 89.3%	90.0%	89.9%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	84.9%	Down from 97.8%	97.6%	97.8%
Character development program	Average	Down from Good	Good	Good
Dollars spent per pupil**	\$6,021	Up 1.8%	\$7,599	\$7,645
Percent of expenditures for instruction**	66.8%	Down from 68.6%	63.9%	63.4%
Percent of expenditures for teacher salaries**	63.9%	Up from 58.9%	59.0%	57.0%
% of AYP objectives met	90.5%	Up from 61.9%	90.5%	90.5%

\* Length of contract = 185+ days.

\*\* Prior year audited financial data available.

## EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	66	314	69
Percent satisfied with learning environment	89.4%	71.5%	86.4%
Percent satisfied with social and physical environment	92.3%	73.6%	77.3%
Percent satisfied with school-home relations	72.3%	88.8%	72.3%

\*Only students at the highest middle school grade level at this school and their parents were included.

## REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Hartsville Middle School continued its focus for the 2008-2009 school year to increase student achievement through the use of integrated literacy instruction, incorporated technology instruction, and a single gender model. HMS continued and implemented these approaches with support from our PTO and School Improvement Council.

The program focus, "Linking Literacy to Life," continued as an integrated approach across the curriculum. The core teachers (science, social studies, math, and ELA) taught a literacy class each day. The class included a time of independent reading, where each student self-selected reading material. Students selected books based on Lexile data as provided to teachers through the NWEA website and MAP testing data. During the independent reading time, the teacher held individual student conferences. A conference log was maintained by the teacher, noting student's fluency and knowledge of literary elements. The class also included a literacy lesson each day. The lessons were created by the ELA coordinating teacher. The NWEA MAP DesCarte was used for determining appropriate skill lessons. Most lessons used science and social studies content text to teach particular literacy skills. Science, social studies, and math teachers were able to transfer these literacy lessons into their regular content classes. Exploratory teachers also participated in "Linking Literacy to Life" by using magazine articles, internet sites, newspapers, picture books, and research in teaching their content standards.

In order to assess student needs, the MAP test, a diagnostic computer-based test, was administered three times throughout the year in math, ELA and science. The results from this test allowed teachers to individualize student instruction based on specific needs. Teachers used this data to create both flexible and cooperative groups for differentiated instruction. A station-to-station grouping was piloted by select teachers. Students were grouped based on current MAP data and teacher assessment. While the teacher worked with a small group of students, other members of the class circulated through individual and small group skills-based stations.

Single gender instruction was piloted in sixth, seventh, and eighth grade, with a student-teacher ratio of 20:1. Teachers received specialized training in differentiating instruction based on gender. Prior to the beginning of the year, students participated in a summer institute with the teachers of the single gender model. This allowed students and teachers to begin to develop a sense of community while preparing for the new year. This instructional approach allowed 100% of the students to meet district promotional requirements.

As a means for better equipping our students, a continued emphasis was placed on technology integration in every classroom. Teachers were trained and encouraged to use various forms of technology in the classroom, including United Streaming, PowerPoint, ActiVotes, Promethean Boards (an interactive wall mounted computer), YouTube, Brain Pop, USA Test Prep, and two Compass Learning Labs.

Chris Rogers, Principal  
Annette Wint, School Improvement Council Chair

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